



MEETING THE CHALLENGE

Preparing for Long-Term
Changes in California
Higher Education

WARREN H. FOX, *Executive Director*



CALIFORNIA
POSTSECONDARY
EDUCATION
COMMISSION

Summary

"Unless California's political and educational leaders can collectively and effectively respond to the collective impact of five major trends, we may survive the 1992-93 budget crisis only to witness damage to the long-term quality and vitality of California higher education."

This statement by Warren H. Fox, Executive Director of the California Postsecondary Education, sets the tone for his analysis of the problems confronting California's colleges and universities. In this statement to the Commission, he describes these five major challenges confronting California's colleges and universities and then offers suggestions for preparing to meet them. Among them, he emphasizes two in particular:

- "1 State policy must change to allow budget priorities to be set from among the entire range of competing state programs and services. This can only happen when the automatic pilot guarantees that lock in most of the State budget are loosened, and budget decisions are put back in the hands of elected representatives.
- "2 Taxpayers must hold educational institutions accountable, demand efficiency, and reject unjustified spending, but they must also be willing to pay reasonable prices for needed programs and services, as well as invest in the next generation of students, as the previous generation invested in us."

The Commission discussed Dr. Fox's report at its meeting of August 24, 1992. Additional copies of the report may be obtained by writing the Commission at 1303 J Street, Fifth Floor, Sacramento, CA 95814-2938.

MEETING THE CHALLENGE

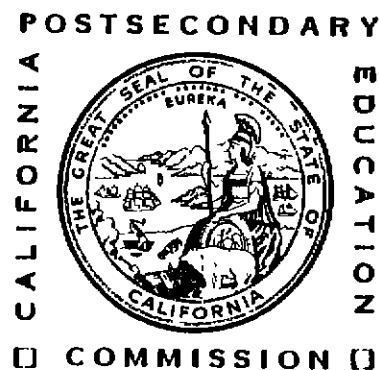
Preparing for Long-Term Changes in California Higher Education

WARREN H. FOX

*Report of the Executive Director to the California
Postsecondary Education Commission*

August 24, 1992

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street • Fifth Floor • Sacramento, California 95814-2938





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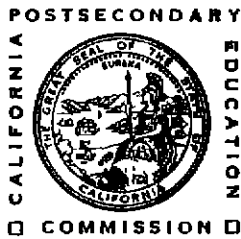
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Warren H. Fox, *Executive Director*
California Postsecondary Education Commission

Avoiding short-term harm to higher education and other State services in the current budget crisis is an essential priority, but we should not lose sight of the long-term issues that affect the fundamental health and vitality of California higher education.

CALIFORNIA is presently experiencing its worst financial crisis since the Great Depression. During recent months, the State's leadership has focused its attention on developing a budget for the 1992-93 fiscal year while coping with an \$11 billion deficit in the 1991-92 budget. Avoiding short-term harm to higher education and other State services in the current budget crisis is an essential priority, but we should not lose sight of the long-term issues that affect the fundamental health and vitality of California higher education.

The current multi-billion dollar budget deficit will likely be repeated in future years due to a flawed State finance system and the continuing rapid growth in State population. Nowhere else are these trends more troubling than in California public education. The State's current and expected future financial problems have the potential of diminishing, if not extinguishing, the collegiate prospects of California's next generation of high school students. The bitter irony is that just when more and more children are working and studying harder to improve themselves through education, and at just the time when these students are coming from more ethnically and racially diverse groups, California is incrementally dismantling its world-renowned higher education system. Access is being limited, and quality is declining.

As a native Californian who has spent the past several years working professionally outside the State, I was shocked at what I have seen during my first year back in my home state. Thousands of class sections have been closed; thousands of faculty have been laid off; and plans for expansion have been shelved indefinitely despite dramatic enrollment pressure from a growing population. Student fees have risen by 160 percent over the past decade, and State funding for the University of California and the California State University this year is likely to be over \$300 million less than it was in 1990-91. The community colleges now accept tens of thousands of students annually

without any additional State funding. And California's independent colleges and universities have vacant capacity, but are unable to attract students because the State is not funding student grants at the levels called for by current policy.

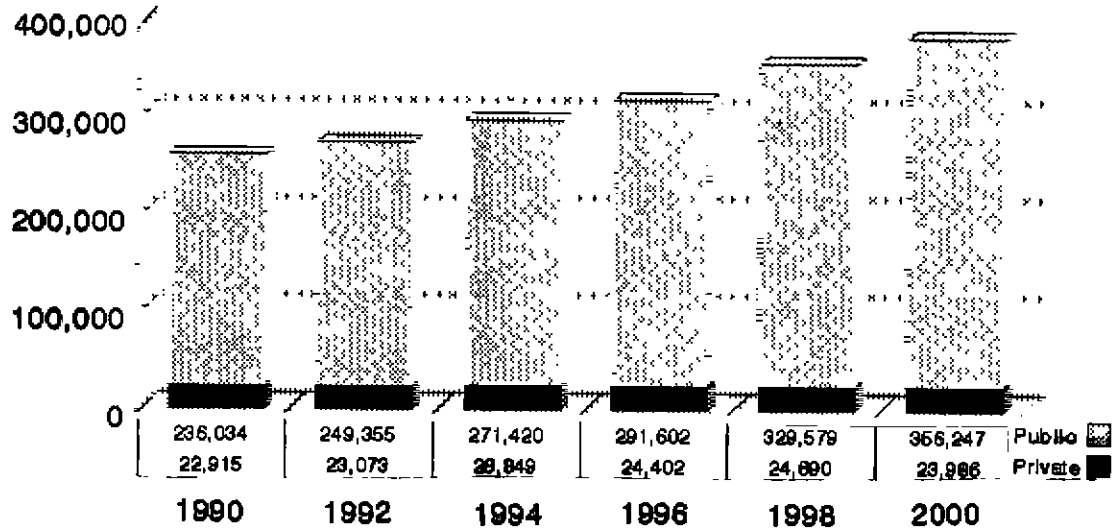
Unless California's political and educational leaders can collectively and effectively respond to this situation, and to the collective impact of five major trends, we may survive the 1992-93 budget crisis only to witness damage to the long-term quality and vitality of California higher education. These trends are (1) dramatic growth in the size of the college-age population, (2) tremendous diversification in the racial/ethnic composition of the students entering postsecondary institutions, (3) improved academic preparation of the students graduating from high school, (4) substantial retirement and replacement of existing college and university faculty, and (5) long-run limitations on the funding available to higher education.

TREND 1: Dramatic Growth in the Size of the College-Age Population

Population growth in California is continuing a century-long trend with explosive growth. Every year California adds a population almost sufficient to populate a city the size of San Francisco. This growth affects higher education both through dramatic increases in the number of students graduating from high schools and prepared to begin collegiate study, and in the size of the adult population immigrating into California and seeking additional vocational or academic training. As we look ahead to the next decade, we can expect at least three developments:

1. Current projections indicate that overall public school enrollments -- from kindergarten through twelfth grade -- will grow from 5.2 million students in this year to 6.3 million students in 2005-06: an increase of 20 percent in just 13 years. To accommodate this growth, hundreds of new classrooms will need to be built, and thousands of new teachers will need to be hired.
2. Of more immediate impact for higher education, as Display 1 on the opposite page illustrates, 108,000 more students will be graduating from high school in 2000 than graduated this past June. This 40 percent increase in the number of high school graduates will have significant impact on the numbers of students seeking admission to California's public colleges and universities.
3. It is anticipated that 700,000 to 800,000 more students will be enrolled in our colleges and universities in 2002 than were enrolled in these institutions in June 1992.

DISPLAY 1 *California Public and Private High School Graduates, Projected from 1990 to 2000*

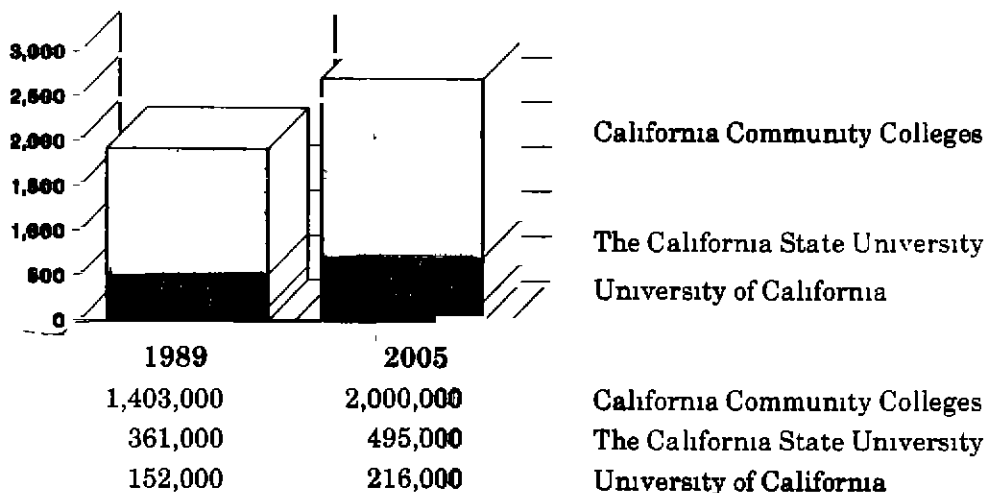


Source: Projections from the Demographic Research Unit, California State Department of Finance

We must be prepared to serve a substantially larger student population in our colleges and universities 10 years from now.

The clear message from this is that we must be prepared to serve a substantially larger student population in our colleges and universities 10 years from now, and, as Display 2 below demonstrates, this expected growth will occur in each of the three public systems of higher education in California.

DISPLAY 2 *Enrollment Projections of the Systems from 1989 to 2005*



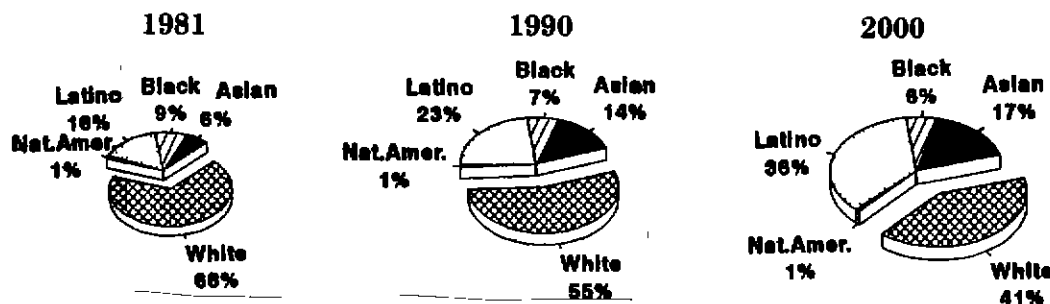
Source: Projections from the chief executive's office at each of the systems

TREND 2: Tremendous Diversification of California's Population

In addition to its population growth, the racial/ethnic mix of California's population is also changing dramatically. An examination of projected population growth between now and 2020 indicates that the White population will continue to decline as a proportion of total population -- and is projected to drop below 50 percent in 2003. The largest growth is being experienced with in the Hispanic population, moving from 2.4 million in 1970 to an estimated 15.0 million in the year 2020. The Asian population will increase from 0.6 million in 1970 to 5.6 million in 2020.

The impact of this diversity for colleges and universities is illustrated by Display 3, which provides data on the changing racial/ethnic composition of public high school graduates. By the year 2000, only 41 percent of the high school graduates will be White, compared with 55 percent in 1990. The proportion of Latino high school graduates will increase to 36 percent in 2000, and the proportion of Asian high school graduates will increase to 17 percent

DISPLAY 3 Racial/Ethnic Composition of California's Public High School Graduates in 1981, 1990, and 2000 (Projected)



Source 1981 and 1990 data California Department of Education, 2000 projection Demographic Research Unit, California Department of Finance

The challenge for higher education in responding to this tremendous change in the racial/ethnic composition of the student body will be to recognize that this diversity also means diversity in learning styles and in cultural backgrounds, and that therefore our educational institutions will need to make some changes in their operations to serve more effectively their new student clientele.

TREND 3: Improved Academic Preparation of High School Graduates

California's public high school graduates are improving their preparation for college level study. A comparison of the academic preparation and perfor-

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mance of 1990 high school graduates with their 1986 counterparts indicates that:

1. Larger percentages of all racial/ethnic groups in 1990 had completed university preparatory courses, had taken Advanced Placement exams, and -- except for Latino graduates -- had earned higher high school grade-point averages (Display 4);

DISPLAY 4 *Academic Achievement of California's Public High School Graduates in 1986 and 1990, in Percentages*

<u>Group</u>	<u>Completed University Preparatory Courses</u>		<u>Took Advanced Placement Exams</u>		<u>Earned Higher High School Grade-Point Averages</u>	
	<u>1986</u>	<u>1990</u>	<u>1986</u>	<u>1990</u>	<u>1986</u>	<u>1990</u>
Total	26.0%	31.4%	7.0%	10.0%	2.60	2.68
Asian	41.8%	48.2%	13.1%	19.7%	2.96	3.11
Black	18.5%	25.4%	1.9%	3.3%	2.29	2.33
Latino	16.2%	19.5%	2.8%	6.2%	2.44	2.44
White	27.7%	33.2%	6.4%	6.7%	2.65	2.74

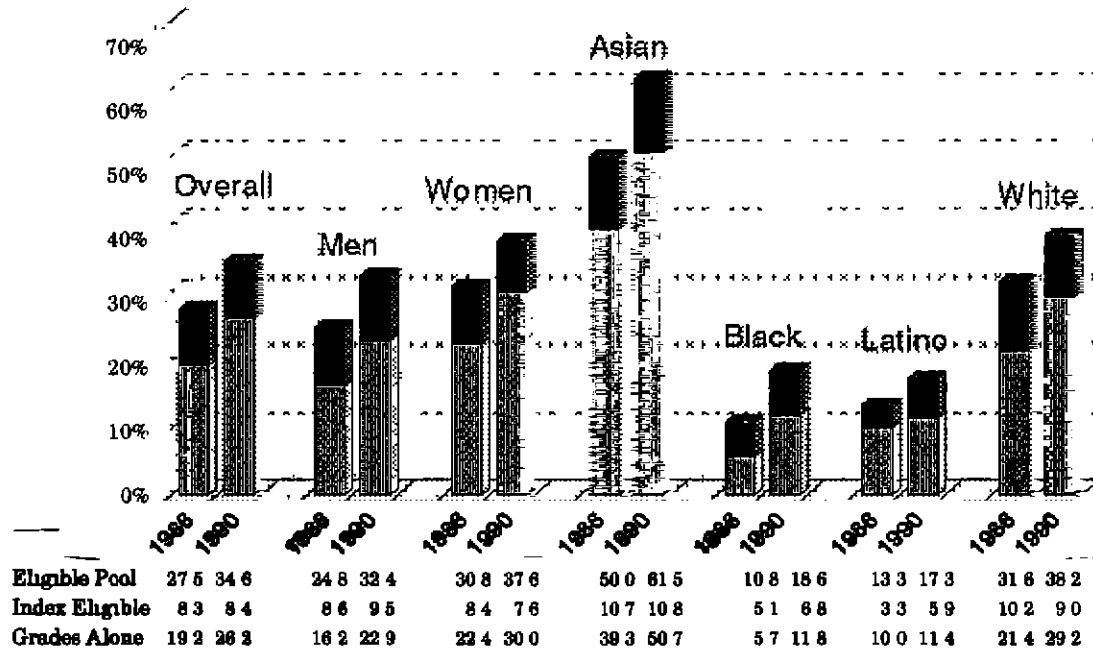
Note: In addition, the 1990 graduates also scored higher on the California Assessment Program test -- up from 240 to 251 in reading, and from 242 to 260 in mathematics

Source: California Postsecondary Education Commission

2. Although the California State University increased its freshman admission requirements between 1986 and 1990, the overall percentage of 1990 high school graduates meeting its 1990 admission criteria was 34.6 percent -- up from 27.5 percent in 1986. The percentage meeting the University of California's admission criteria was 18.8 percent, of which 12.3 percent were fully eligible. These figures were up from 14.1 and 9.1 percent, respectively, in 1986.
3. As Display 5 on page 6 indicates, all four major racial/ethnic groups increased their eligibility to enroll at both the California State University and the University of California. Black graduates increased their eligibility for admission to both universities by more than 60 percent, and Latino graduates increased their eligibility by more than 30 percent -- although the eligibility rates of both groups are still substantially below the statewide average at both universities. Asian graduates continue to achieve eligibility at a substantially higher rate than all students generally, and White graduates achieve eligibility at rates slightly above the overall average.

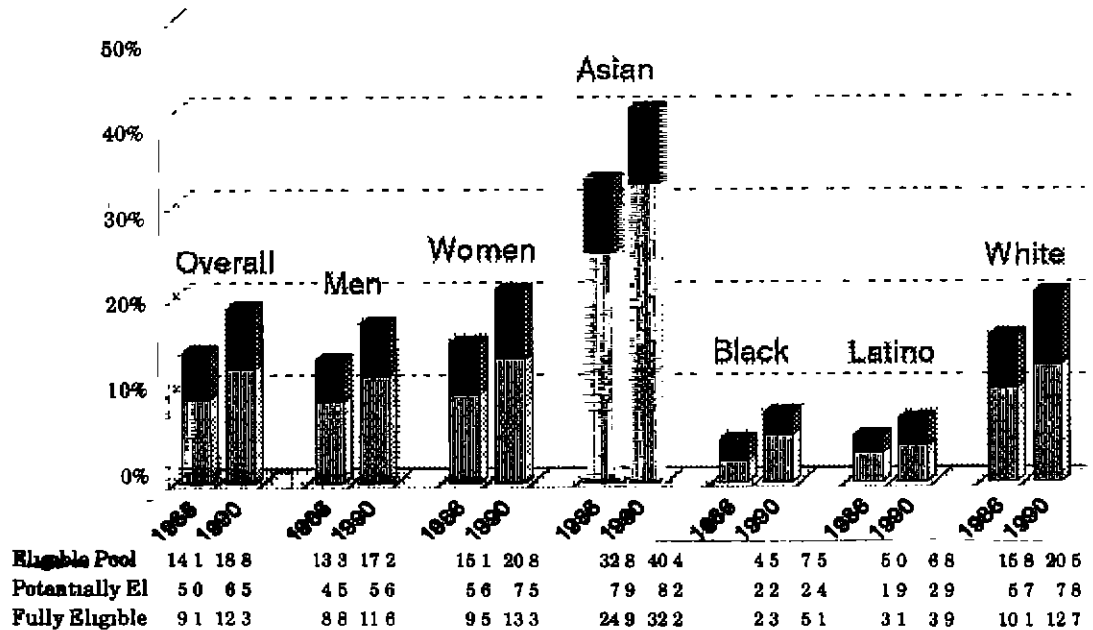
DISPLAY 5 *Percent of California Public High School Graduates Eligible for Admission to the State's Two Public Universities by Category of Eligibility, Gender, and Major Racial/Ethnic Group, 1986 and 1990*

The California State University



Note. Students may gain admission to the State University by making a high enough grade-point average in required high school courses but may also be admitted under the State University's "Eligibility Index" if they have a somewhat lower grade-point average but score high enough on admissions tests.

University of California



Note. Fully eligible applicants to the University of California met all of its admissions criteria. Potentially eligible applicants met all of its scholarship and subject requirements but did not have the full set of standardized admissions test scores required by the University.

Source: California Postsecondary Education Commission

Our high school graduates are demonstrating improvement through higher graduation rates and higher grade-point averages in more rigorous college preparation classes. Clearly, despite the obvious problems that persist, traditional indicators that measure student success demonstrate that student skills are increasing and schools are more effective.

In short, the good educational news about the last decade in California's public schools is that reforms are achieving their goals. Our high school graduates are demonstrating improvement through higher graduation rates and higher grade-point averages in more rigorous college-preparation classes. Clearly, despite the obvious problems that persist, traditional indicators that measure student success demonstrate that student skills are increasing and schools are more effective. The bad news is that California is on the verge of breaking its commitment to these students. It has always held out the promise of affordable, high-quality public higher education as the means to economic and social mobility for anyone capable and willing to take advantage of the opportunity. But with enrollment limitations, rapidly increasing fees, and reductions in course offerings, this promise can no longer be sustained

TREND 4: Extensive Faculty Retirement and Replacement

California's colleges and universities will be engaged in a massive faculty hiring effort by the turn of the century due to faculty retirements, expected growth in the size of the student body, and changing workplace demands. Three years ago, the Commission concluded that the State's public colleges and universities will be replacing approximately 64 percent of their current faculty within the next 12 years. The University was expected to hire 6,000 faculty members, the State University anticipated seeking 8,000 new faculty; and the Community Colleges estimated a need for 9,800 full-time faculty by the year 2,000. The independent colleges and universities are in a similar situation. California's public schools will also experience the retirement of approximately 50 percent of their existing faculty during the next 12 years.

This trend presents three important challenges for higher education: (1) maintaining strong graduate programs with the potential to attract and graduate sufficient numbers of individuals with the skills to fill the anticipated faculty vacancies, (2) utilizing the opportunity to develop a quality faculty that represents the ethnic, racial, and gender diversity of California; and (3) attracting and training sufficient numbers of individuals motivated and capable of assuming teaching positions in our growing and changing public schools

TREND 5: Long-Run Limits on Funding for Higher Education

Without question, the current recession is causing tremendous short-term problems for all segments of California society, including its colleges and universities. But as the Commission emphasized in its January 1992 *Higher Education Update*, of equal concern is the fact that California's budget is

structurally ill-equipped to support either the short- or the long-term budgetary needs of California's colleges and universities

The capacity of the State to provide the funds required to provide quality and accommodate growth in its public colleges and universities will depend on three factors: (1) the availability of tax revenues, (2) growth pressure from other State budget categories, and (3) spending flexibility under the State's spending limits. State funding for higher education does not occur in a vacuum, and higher education will be competing over the coming years with other State services for limited funds.

Availability of Tax Revenues

Based on revenue and expenditure forecasts for this decade, as developed by the Commission on State Finance, total State expenditures are expected to grow at an annual rate of 7.5 percent through 2001. Yet even with the possibility of quick economic recovery and consistent growth thereafter, that commission projects annual State budget deficits through the rest of the decade. It expects that under the State's current taxing structure, revenues will grow only by approximately 6.9 percent annually, with budget deficits reaching between \$5 billion and \$7 billion in the year 2001. The State Department of Finance agrees with the general direction of these trends, except that it projects a \$20 billion structural deficit by the year 2000. This imbalance in the expected flow of revenues and expenditure results in large part from one fact: Those groups most in need of publicly funded services -- namely the young and the senior citizens -- are growing rapidly, while the size of the working-age adult population is declining as a proportion of the total population.

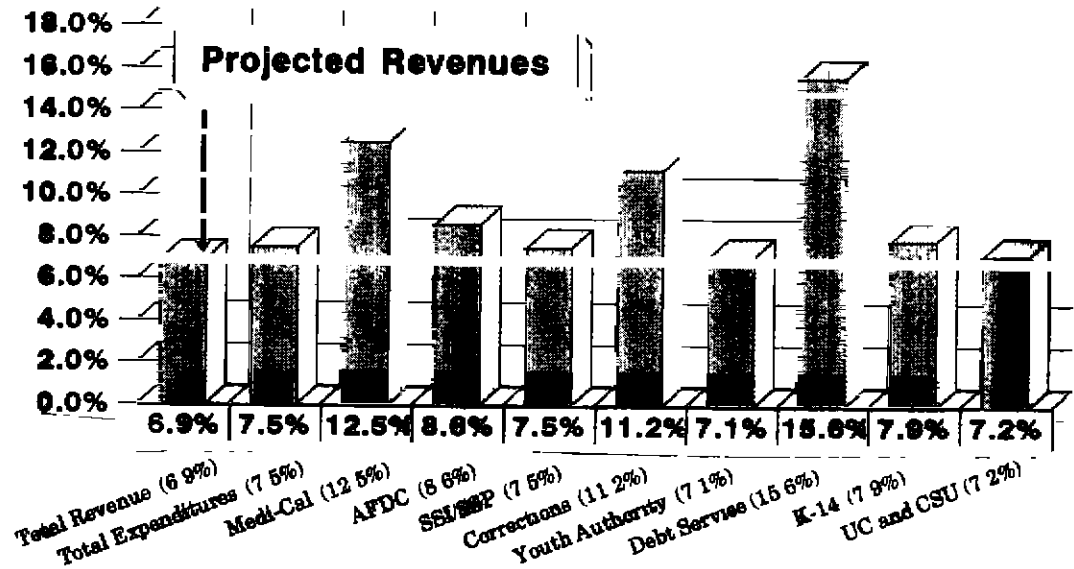
In order to fund expected college and university enrollment growth during the next decade, higher education budgets will need to grow by an average of about 7.5 percent per year between now and 2001. Any new funding for program improvements or to overcome existing funding deficiencies would have to be in addition to these increases. As a point of contrast, last year's higher education budgets actually declined by 1 percent over the previous year, and budget proposals currently being considered for the 1992-93 fiscal year include an even greater decrease for higher education than last year.

Growth Pressure from Other State Budget Categories

As bad as the current budget year looks for higher education, each of the future years in this decade could be even worse. As Display 6 on the opposite page shows, despite significant growth in higher education, most major State

California's budget is structurally ill-equipped to support either the short- or the long-term budgetary needs of California's colleges and universities.

DISPLAY 6 *Projected Annual Average Percent Expenditure Growth in Major State Budget Categories Between 1991 and 2001, Compared to Projected Annual Average Percent Growth in General Fund Revenues*



Source: Commission on State Finance and California Postsecondary Education Commission.

expenditure categories are projected to grow even faster. Those budget categories that grow much more than 6.9 percent (such as Medi-Cal, Corrections, and Debt Service) will either have trouble being funded or will squeeze funding from other budget categories. What this means as a practical matter is that in the coming years, even if the economy is growing and healthy, higher education will have a difficult time securing the annual appropriation needed to support anticipated growth and maintain quality.

Spending Flexibility Under the State's Spending Limits

Most areas of the State budget other than the two public university systems and student financial aid enjoy statutory or constitutional protection of base funding, with guaranteed funding for increases related to caseload growth. These increases are required, whether or not revenues are available to pay for them, as a result of formulae that have removed the decision-making process from the Governor and the Legislature unless they collectively take action to revise the statutes.

This leaves budgets for the two universities and student aid particularly vulnerable, because they are not funded through statutory formulae but instead depend on the annual State budget process for determining funding levels.

In bad budget years, as currently exists, it is technically as well as politically easier to turn off the funding faucet on the two universities and student aid than for most other parts of the budget

The impact on higher education resulting from this structural problem in the State's budgeting process has already been demonstrated: The public universities' share of total General Funds declined from 11.1 percent in 1984-85 to 8.5 percent in 1991-92, while the collective higher education share of the budget declined from 15.5 percent to 12.4 percent over the last seven years

Particularly vulnerable to this pressure is the California State University -- the State's major public source of both new public school teachers and new baccalaureate degree holders in key subject areas such as engineering, computer science, business, and the physical sciences. It is the largest public university system in the United States, and enrollment pressures for first-time freshmen and increasing demand from transfer students require its expansion.

Responding to the Long-Run Trends

This year nearly 2 million Californians are taking part in the academic and vocational programs provided by our colleges and universities. Over the years, these institutions have provided economic mobility to untold millions of our population; they have trained the vast majority of the State's skilled work force; and they have contributed immeasurably to California's economic development. Indeed, higher education in California has until now been acknowledged as the model for many of the finest educational systems in the world.

- In 1988, a consortium of the world's economic powers conducted a major study of higher education in California and concluded that our college and university system was ambitious and visionary, that the public's support for higher education has been unsurpassed, and that this generosity has been returned many times over in the form of one of the world's most highly skilled work forces.
- Another indication of California's leadership is the number of countries that have recently conducted studies examining the possibility of adopting aspects of its higher education system. In just the past few years Germany, Great Britain, Japan, the Netherlands, Norway, the People's Republic of China, and South Africa have all undertaken such examinations

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... if the State's current fiscal trends continue unchecked for the next two or three years, higher education in California faces the prospect of plunging into mediocrity, with all the economic and social consequences this implies for the State as a whole. California's colleges and universities will continue to search for ways to increase efficiency and cut expenses, but their flexibility for absorbing further budget cuts is almost exhausted.

into mediocrity, with all the economic and social consequences this implies for the State as a whole. California's colleges and universities will continue to search for ways to increase efficiency and cut expenses, but their flexibility for absorbing further budget cuts is almost exhausted. One-time cuts are, by definition, limited; hiring freezes cannot continue forever; and student fees cannot rise by 40 percent every year. Despite a few isolated exceptions, complaints of profligate spending and spiraling expenses simply do not hold water. After taking inflation into account, State funding for each student at the University of California and the California State University has increased by only 4 percent over the past 20 years. In the community colleges, total funding per student is still roughly equal to the level before Proposition 13 of 1979. To the extent that there ever was substantial fat in higher education's budget, it is now safe to say that the current cuts are slicing muscle and getting dangerously close to the bone.

To make matters even worse, if California's fiscal trends continue throughout the decade -- as current projections indicate -- educators will be faced with lowering quality by dramatically enlarging class size and not replacing retiring faculty, or with denying a college education to the hundreds of thousands of students who were promised a place in higher education if they would only excel in school and become fully eligible. Higher education will not be training the new teachers for the public schools, the new faculty for the public colleges and universities, and the new middle class for the next generation.

The Fundamental Issue

The State of California alleges one set of commitments -- access for all qualified individuals to a quality academic or vocational education -- and in fact is delivering a very different product. For the first time in California's history, an ethnically and racially diverse population is graduating from high school academically prepared to meet the higher admissions standards at our public universities. For the first time in 30 years, our public universities, colleges, and schools will be hiring substantial numbers of new faculty, with the opportunity for qualified individuals from all racial/ethnic groups to move into the faculty ranks. Unfortunately, and also for the first time in California's history, the public's willingness to invest in higher education does not appear to be commensurate with the demand for academic and vocational education. The historic public policy of support for training the qualified workforce of tomorrow has apparently changed.

I do not believe that this evolving policy of reduced support for higher education, which is slowly crippling our colleges and universities, is the intended

I do not believe that this evolving policy of reduced support for higher education, which is slowly crippling our colleges and universities, is the intended plan of either the State's policy makers or the State's voters.

plan of either the State's policy makers or the State's voters. Nevertheless, the impact of existing public policy is exactly that

During the coming decade, California's higher educational institutions simply need per-student funding consistent with levels the State's taxpayers have provided for decades. To achieve this, two changes are needed:

1. State policy must change to allow budget priorities to be set from among the entire range of competing state programs and services. This can only happen when the automatic pilot guarantees that lock in most of the State budget are loosened, and budget decisions are put back in the hands of elected representatives.
2. Taxpayers must hold educational institutions accountable, demand efficiency, and reject unjustified spending, but they must also be willing to pay reasonable prices for needed programs and services, as well as invest in the next generation of students, as the previous generation invested in us.

The broad trends of change in California society and in its higher educational institutions are clear. The specific solutions are complex, but the broad choices are obvious:

- On the one hand, Californians can somehow find the will to provide more or less the same financial support they have given to higher education over the past 20 years. If this happens, the colleges and universities will have the resources to train the quality workforce needed for a strong California economy.
- On the other hand, we can let the current fiscal trends continue unchecked. Under this scenario, State revenue growth will be sluggish through the remainder of the decade, and funding increases in guaranteed budget categories will continue unabated -- forcing higher education to take deeper and deeper cuts due to its unprotected budget status.

The challenge for California's education and political leadership is multi-faceted: to acknowledge the trends in higher education, speak honestly about the long-run impact of existing public policy on the State's colleges and universities, respond directly to taxpayers requests for greater accountability in higher education, and propose a new public policy that reflects both the State's long-run education and economic needs and its long-run resource capabilities. Our ability to meet this challenge in the near future will greatly affect higher education's ability to serve effectively its growing and changing population and to promote the State's long-run economic health

The challenge for California's education and political leadership is multi-faceted.... Our ability to meet this challenge in the near future will greatly affect higher education's ability to serve effectively its growing and changing population and to promote the State's long-run economic health.

In December 1988, the California Postsecondary Education Commission adopted its "Declaration of Policy on Educational Equity," in which it stated:

The Commission envisions a California of tomorrow as one in which the characteristics of Californians -- ethnicity, race, language, socioeconomic status, gender, and home community -- do not determine educational accomplishments and achievements. This vision is one in which *all* Californians have an expanded opportunity to develop their talents and skills to the fullest, for both individual and collective benefit.

The Commission remains committed to this vision, and it will work actively to generate enough State resources, including both new and existing funds, for ensuring its realization.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of October 1994, the Commissioners representing the general public are:

Henry Der, San Francisco, *Chair*
C. Thomas Dean, Long Beach, *Vice Chair*
Elaine Alquist, Santa Clara
Mim Andelson, Los Angeles
Jeffrey I. Marston, San Diego
Guillermo Rodriguez, Jr., San Francisco
Melinda G. Wilson, Torrance
Linda J. Wong, Los Angeles
Ellen F. Wright, Saratoga

Representatives of the segments are:

Roy T. Brophy, Fair Oaks, appointed by the Regents of the University of California,
Yvonne W. Larsen, San Diego, appointed by the California State Board of Education,
Alice Petrossian, Glendale; appointed by the Board of Governors of the California Community Colleges,
Ted J. Saenger, San Francisco, appointed by the Trustees of the California State University,
Kyhl Smeby, Pasadena, appointed by the Governor to represent California's independent colleges and universities, and
Jaye L. Hunter, Long Beach, appointed by the Council for Private Postsecondary and Vocational Education

The two student representatives are
Stephen Leshner, Meadow Vista
Beverly A. Sandeen, Costa Mesa

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 95814-2938, telephone (916) 445-7933.

MEETING THE CHALLENGE

Preparing for Long-Term Changes in California Higher Education

California Postsecondary Education Commission Report 92-25

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, 1303 J Street, Fifth Floor, Sacramento, California 95814-2936

Recent reports of the Commission include:

92-5 Current Methods and Future Prospects for Funding California Public Higher Education. The First in a Series of Reports on Funding California's Colleges and Universities into the Twenty-First Century (March 1992)

92-6 Commission Comments on the Systems' Preliminary Funding Gap Reports. A Report to the Legislature and the Governor in Response to Supplemental Report Language of the 1991 Budget Act (March 1992)

92-7 Analyses of Options and Alternatives for California Higher Education: Comments by the Staff of the California Postsecondary Education Commission on Current Proposals for Change in California's Public Colleges and Universities (March 1992)

92-8 Faculty Salaries in California's Public Universities, 1992-93. A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (March 1992)

92-9 Fiscal Profiles, 1992. The Second in a Series of Handbooks about the Financing of California Postsecondary Education (March 1992)

92-10 Student Profiles, 1991. The Second in a Series of Annual Factbooks About Student Participation in California Higher Education (March 1992)

92-11 Meeting the Educational Needs of the New Californians. A Report to Governor Wilson and the California Legislature in Response to Assembly Concurrent Resolution 128 (1990) (March 1992)

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